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ABSTRACT

The Personalized Experiential Preparation (PEP) program is a field-centered, competency-based teacher education model that offers an alternative route to professional preparation and certification for students at Harris Teachers College, St. Louis, Missouri. The program is individualized and flexible enough to allow each participant to set his own goals. It has a strong human relations thrust--the Personal and Interpersonal Development component--which enables participants to improve their own personal and interpersonal skills and learn to work with others in small- and large-group situations in a variety of settings. The PEP field centers are the bases for the professional coursework and accompanying supervised classroom practice engaged in by students. In-service training for participating field center teachers is also conducted in these centers. Other types of field centers are planned: a) Teacher Service Centers for classroom teachers who wish to participate in various staff development activities and b) Portal Schools where assistance and training are provided for new teachers. The project is being phased in over a 3-year period. It utilizes a consortium arrangement with the St. Louis Public Schools which involves district superintendents, principals, classroom teachers, and persons. (Author)

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PERSONALIZED EXPERIENTIAL PREPARATION

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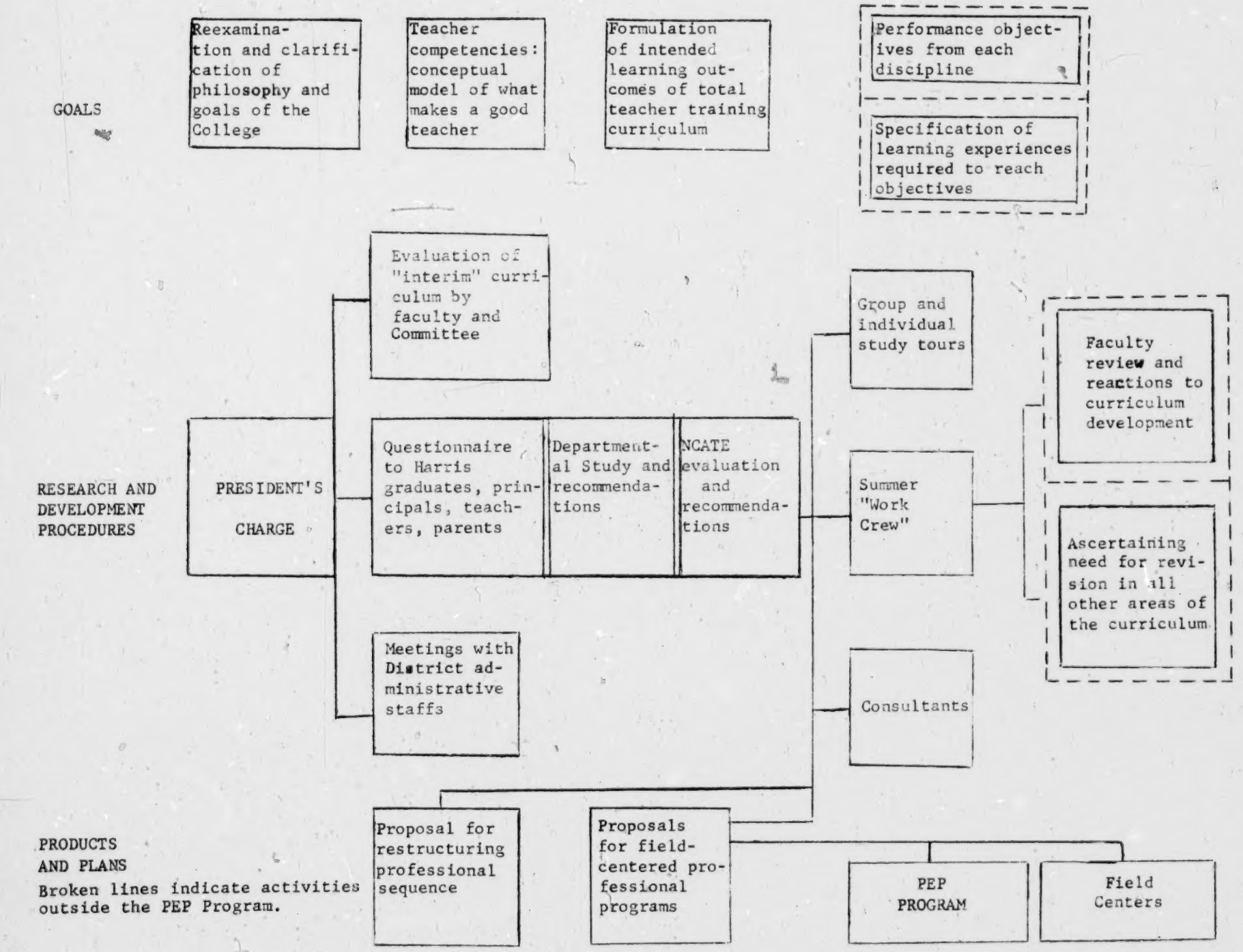
GOALS
Reexamination and clarification of philosophy and goals of the College
Teacher competencies: conceptual model of what makes a good teacher
Formulation of intended learning outcomes of total teacher training curriculum
Performance objectives from each discipline
Specification of learning experiences required to reach objectives
RESEARCH AND DEVELOPMENT PROCEDURES
PRESIDENT'S CHARGE
Evaluation of "interim" curriculum by faculty and Committee
Questionnaire to Harris graduates, principals, teachers, parents
Departmental Study and recommendations
NCATE evaluation and recommendations
Meetings with District administrative staffs
Group and individual study tours
Summer "Work Crew"
Consultants
Faculty review and reactions to curriculum development
Ascertaining need for revision in all other areas of the curriculum
PRODUCTS AND PLANS
Broken lines indicate activities outside the PEP Program.
Proposal for restructuring professional sequence
Proposals for field-centered professional programs
PEP PROGRAM
Field Centers

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INTRODUCTION

The 1960's were a time of crisis and upheaval in America, in education as much as anywhere else. As B. Othanel Smith of the National Steering Committee and Task Force for the American Association for Colleges of Teacher Education wrote in 1969:

> The nation is now in a period of profound discontent, erupting now and then into social convulsions. Some of this unrest springs from dissatisfaction with the total educational system. This is a time for both immediate action and long-range educational planning. It is a time for radical reforms in teacher education as well as in all other educational programs.

Harris Teachers College entered a period of intense planning and fundamental change in 1970, when President Richard A. Stumpe charged the College's Curriculum Committee with the task of overseeing development of a new curriculum. The following chapters describe the first major result of that charge, a field-centered, competency-based teacher training program which the Committee feels will have far-reaching consequences for the College and the surrounding community.

In developing this pilot program, the Committee has received invaluable guidance and assistance from a variety of resources. For example, the Committee thoroughly reviewed recent developments and innovations at other colleges and universities, particularly in the area of teacher education. Ideas and information were gathered from professional literature, from the catalogues of over 300 colleges and universities, and from both popular and scholarly descriptions of special college and university programs in teacher education (such as those cited in Excellence in

Teacher Education, Crisis in the Classroom, Breakthrough in Teacher Education, Analytic Summaries of Specifications for Model Teacher Education Programs, and the AACTE monographs on performance-based teacher education). To supplement these sources, the Committee took a group study tour which included visits to the New School of Behavioral Studies in North Dakota, St. Scholastica College in Minnesota, and elementary classrooms in both areas. Individual Committee members visited innovative schools in six other states; and outstanding educators such as Dwight Allen, Gordon Hill, John Holt, Gordon Klopf, and Thorwald Esbensen were brought to Harris to meet both with the Curriculum Committee and the entire faculty.

Individuals from the Harris and St. Louis Public Schools community have also been of great help to the Committee. In 1970 the Committee conducted an extensive evaluation of Harris' curriculum in which detailed questionnaires were sent to Harris students, to over 1000 graduates of the College then on probation in the St. Louis school system, to all principals and selected primary, middle, and upper level teachers in the system, and to Parent Congress Representatives from all areas of the city. In addition the Committee met at length with the five District Superintendents and their staffs to obtain their evaluations of the performance of Harris graduates in the school system.

To insure that its final recommendations would reflect the best thinking of the Harris staff, the Committee in November, 1972, submitted a tentative version of its proposals to the scrutiny of the College's faculty. Teachers from all academic departments examined and evaluated the program's components. At the same time

the Committee briefed the entire student body on the program and collected their responses in the form of questionnaires. Finally, the Committee has continued to benefit from the experience and expertise of St. Louis Public Schools personnel. During the 1972-1973 school year it met regularly with curriculum specialists from all school districts and briefed and received valuable input from all of the system's principals.

The program reflects all of this research and assistance in many ways, some of them no longer discernible, others major and obvious. Among the latter are the program's emphasis on performance-based teacher education, a national trend of great importance in the Committee's view. Closely related to this aspect is the program's commitment to providing experiences which are as flexible and fully-individualized as possible for each student. Lastly, the program speaks directly to a crucial need identified by virtually all of the participants in the Committee's 1970 curriculum study: that a curriculum be developed which offers Harris students more, and more varied, opportunities to have firsthand elementary school and community experiences and which trains them as teachers in a program that bonds together educational theory and on-site experiences, the one reinforcing and illuminating the other as often and as fully as possible. The following chapters describe the objectives and various components of such a program.

CHAPTER I

GOALS AND OBJECTIVES

College Goals

The College has as one of its major goals a liberal education for all students in which they attain a fundamental proficiency in the broad spectrum of academic knowledge characteristic of a well educated person.

A second major goal of the teacher education program is that students acquire specific competencies in each of the content areas included in the elementary school curriculum as well as a variety of teaching skills and strategies which will enable them to perform their teaching duties at an acceptable level of proficiency in any regular elementary classroom. The content area competencies will be further defined by the instructors and/or departments involved.

Another basic goal is to strengthen the commitment of the College to contribute substantively to improving the quality of instruction in the St. Louis Public Schools.

PEP Objectives

The PEP program, which is committed to and will contribute to the general goals of the College, provides an alternative route to graduation and certification for those students electing the program. This flexible program is dedicated to the principles of acceptance, encouragement, and development of the individual competencies and strengths which grow out of the many dimensions along which persons may differ. It is based on humanistic values and its implementation is experiential in thrust.

The major objectives of the PEP program are stated below. As the program is developed, these will ultimately be translated into numerous behaviorally stated, measurable objectives. One or two examples of such specific learning outcomes follow each goal statement.

1. A STUDENT ENTERING THE PEP PROGRAM WILL HAVE COMPLETED ALL OR A MAJOR PORTION OF THE BASIC HARRIS LIBERAL ARTS REQUIREMENTS.

- He will submit evidence that he has satisfactorily completed at least _____* percent of the liberal arts coursework prescribed for graduation.
- While in the program, he will demonstrate proficiency in any remaining liberal arts requirements either by "testing out" of the course(s) or by receiving a satisfactory grade in the designated course(s).
- Any student with a diagnosed deficiency in a content area will be provided remedial services; he must utilize these as needed until adjudged proficient by the staff.

2. THE PARTICIPANT WILL DEVELOP A SENSE OF THE GENUINE VALUE OF INDIVIDUAL DIFFERENCES.

- The student's attitude toward individual differences as measured by his pre- and post-score on a test of attitude will change in the direction of valuing individual differences.

3. HE WILL HAVE A REPERTOIRE OF TEACHING STRATEGIES WHICH WILL ENABLE HIM TO PROVIDE DIFFERENT ROUTES TO LEARNING TO ACCOMMODATE VARIOUS LEARNING STYLES AND ABILITIES.

- Given a performance objective of the student's choice, he will be able: a) to identify at least _____* strategies for achieving the objective; b) to identify or describe the children for whom each strategy would be considered appropriate; and c) to identify at least _____* ways in which competency might be demonstrated.

* The members of the PEP Team will make this decision.

4. THE TEACHER CANDIDATE'S RESPONSE TO CHILDREN WILL REFLECT HIS RESPECT FOR CULTURAL VALUES, LANGUAGE, AND LIFE STYLES DIFFERENT FROM HIS OWN. HE WILL PROVIDE LEARNING EXPERIENCES WHICH WILL HELP CHILDREN USE THEIR EXPERIENCES, NEEDS, INTERESTS, AND ETHNIC-CULTURAL DIFFERENCES AS AN INTEGRAL PART OF THEIR ACADEMIC GROWTH: AND HE WILL PERMIT CHILDREN TO DEMONSTRATE A GIVEN COMPETENCY IN A VARIETY OF WAYS.

- In an actual classroom situation (live observation, videotaped, or audiotaped), given a performance objective of his choice, the student appropriately utilizes at least _____* strategies for achieving the objective, and permits _____* or more ways of demonstrating competency.

5. THE PARTICIPANT WILL ACQUIRE THE REQUISITE KNOWLEDGE CONCERNING ASSESSMENT, CHILD DEVELOPMENT, HOW CHILDREN LEARN, AND THE STRUCTURE OF THE LEARNING TASK SO THAT HE IS ABLE TO STUDY CHILDREN AND USE THE RESULTS FOR DIAGNOSTIC TEACHING.

- Given a set of learner characteristics (e.g., intellectual, behavioral, physical) the student will be able to identify the specific learning difficulty in a given curriculum area; indicate the most appropriate learning style; set specific learning objective(s); and prescribe a program to meet the objective(s), including tests or other ways for the child to demonstrate competency.

- In a classroom situation, the student will select a child for study; evaluate his achievement, possible intellectual abilities and attitude toward learning; identify an area for improvement; set up performance objectives; design and carry out a short-term teaching project to meet the objectives.

- Given a classroom situation of the candidate's choice, he will create a student record-keeping system that will make it possible for a teacher to answer correctly within 15 seconds both of the following questions: a) which objectives has a given child attempted thus far this year, and of those which ones has he accomplished? b) which children have attempted to accomplish given objectives thus far this year, and of these which children have succeeded?

*The members of the PEP Team will make this decision.

6. HE WILL HAVE A POSITIVE ATTITUDE TOWARD SELF EVALUATION AND IMPROVEMENT.

- He will be able to analyze orally or in writing his social background, stating how it will help or hinder him as a classroom teacher.

7. THE STUDENT WILL BE PROFICIENT IN USING A NUMBER OF TECHNIQUES FOR EVALUATION--OF HIS OWN TEACHING SKILLS AND THE TEACHING SKILLS OF OTHERS, OF CHILDREN'S LEARNING, AND OF CURRICULUM AND MATERIALS.

- Given an audiotape or videotape of his own or another's teaching of approximately _____* minutes in length, and an observation instrument of his choice, the candidate can categorize the teaching behavior and critique it according to the values or standards of the instrument.

- In a classroom situation, and given a curriculum area of his choice, the candidate will: a) administer, score, and interpret a pretest for determining a child's next learning task; and b) administer, score, and interpret a posttest for determining mastery of a given learning task.

A commitment to personal/interpersonal growth is viewed as essential to teacher education. The program will attempt throughout to foster in its participants a genuine concern for others which will exhibit itself in supportive, accepting behavior. A component of the program will provide specific training and practice in a variety of group and dyadic interaction skills.

8. THE TEACHER CANDIDATE WILL HAVE AN INCREASED AWARENESS OF HIS OWN VALUE SYSTEM; AND HE WILL HAVE ATTITUDES AND TECHNIQUES WHICH WILL ENABLE HIM TO HELP CHILDREN DEVELOP THEIR OWN VALUE SYSTEMS.

- Given a classroom situation, he will select a values clarification strategy (voting, public interview, etc.) and be able to utilize the strategy appropriately.

*The members of the PEP Team will make this decision.

9. HE WILL BE COMPETENT IN A VARIETY OF GROUP AND DYADIC INTERACTION SKILLS WHICH EQUIP HIM TO COMMUNICATE EFFECTIVELY WITH CHILDREN, PARENTS, OTHER TEACHERS, ETC.

- In a small group, he will voluntarily contribute to the discussion but will not monopolize the time.
- He will give evidence of listening to others by paraphrasing a prior speaker's statement so that it is acceptable to the speaker.

To fill the role of responsible change agents in a time of stress and challenge, teachers need to have flexibility based on knowledge of existing strategies as well as an experimental attitude toward trying new ideas. The skills and personal qualities needed for educational leadership should be permitted to emerge in preservice training with the opportunity for students to play significant roles in innovation and to study and discuss critical, current issues in teaching and learning.

10. THE TEACHER CANDIDATE WILL VIEW HIMSELF AND WILL BEHAVE IN WAYS THAT WILL DESIGNATE HIM AS A PROFESSIONAL EDUCATIONAL LEADER AND INNOVATOR. HE WILL HAVE KNOWLEDGE OF EXISTING STRATEGIES AS WELL AS AN OPENNESS TO TRYING NEW IDEAS.

- Given access to the writings of John Dewey, John Holt, and any other educators of his choice, the teacher candidate will be able to list at least 10 things that each educator believes about learning, and will in each instance indicate whether Dewey and Holt would probably agree or disagree.
- Given the teacher candidate's choice of any current school practice in American education, he will be able to describe in writing the practice he has chosen, and to set forth in writing his specific recommendations for improving the practice he has described.

11. HE WILL CONDUCT HIMSELF AS A PROFESSIONAL--BY ASSUMING RESPONSIBILITY FOR HIS OWN DECISIONS AND DEMONSTRATING A RESPECT FOR HIS PROFESSION; AND HE WILL WORK ACTIVELY FOR ITS IMPROVEMENT.

- Given his choice of controversial issues in public education today, the candidate will defend in writing his own position, and set forth in writing what he would be willing to do as his own contribution to resolving the problem.

12. THE GRADUATE WILL VIEW HIS PRESERVICE EDUCATION AS ONLY THE FIRST STAGE IN HIS CAREER DEVELOPMENT.

- He will have access to continued support and assistance from the College during his first year(s) of teaching in the St. Louis schools.

- He will on a continuing basis voluntarily read books, journals, and newspapers in a number of fields.

- He will participate in formal and/or informal training such as seminars, workshops, special programs, etc.

CHAPTER II

THE PEP PROGRAM

The goals of the new curriculum at Harris reflect both a philosophical approach to teacher excellence and the empirical exigencies of life in urban classrooms today. In the following sections are descriptions of the structures and processes of a curriculum model which has been developed to implement these objectives--a Personalized Experiential Preparation Program.

Curriculum

The junior and senior academic program for PEP students differs from the traditional professional sequence at Harris in the degree to which it is field-centered, competency-based, and individualized. It serves as an alternative vehicle for meeting the academic requirements for graduation from Harris satisfying Missouri state requirements for certification to teach, and enabling students to perform successfully on standardized measures of aptitude for teaching.

Individualization

It is a basic assumption that each student enters PEP with a different profile of attributes, interests and goals. The program offers varied learning experiences, with options in time allotments, scheduling and sequencing, so that adjustments can be made according to how a particular student learns best. For example, given a performance objective, the instructor and students develop alternative learning tasks and modes of evaluation compatible with the abilities and learning styles of the students. In addition there is ongoing assessment of each trainee's progress, with opportunities provided for remedial and developmental experiences as required. Learning activities, or entire modules, may be repeated or postponed until prerequisite skills have been developed, without jeopardizing the student's ultimate

success. Provision is also made for a student to "test out" of learning experiences by demonstrating the exit competency, thus enabling him to move ahead quickly in areas of strength and apportion more time in areas where needed.

Liberal arts requirements and minor area electives are planned individually by the student and the Liberal Arts Consultants and Team Leader. These obligations may be met by enrolling in regular courses at Harris, by participating in a small-group seminar designed for PEP students, by independent study or research arranged by the departmental Liberal Arts Consultant, or by "testing out" procedures when permissible. In each case, the requirements and standards are clearly defined by the academic department and must be met by the PEP student.

Personal and Interpersonal Development --PAID

Human relations skills are viewed as crucial to the success of the PEP program. First of all, it is essential to the successful day-to-day operation of the program that participants are able to communicate effectively with each other and that they engage in mutually supportive behavior. Further, one of the desired outcomes of the program is that each graduate be competent in a wide range of personal and interpersonal skills which will enable him to function successfully in the diverse cultural, ethnic, and socio-economic settings of the urban classroom. Therefore, the major purposes of the program's human relations training are to encourage self-study and development on the part of the individual participant, and to help him acquire a variety of strategies for classroom management and conflict resolution, thus enabling him to communicate

effectively in many interpersonal settings with children, parents, other teachers, etc.

It is tentatively planned that PAID, the human relations component of the PEP program, will begin prior to the regular academic year and will include an off-campus retreat for participating faculty and students. This retreat will be followed by regularly scheduled seminars and group meetings throughout the year under the leadership of qualified Harris faculty and outside consultants.

Field Experiences

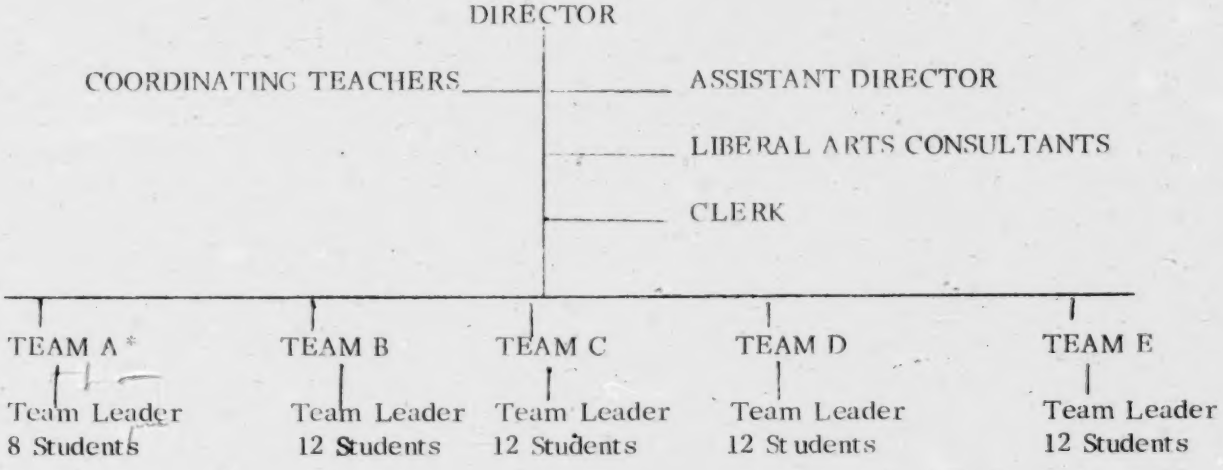
For all PEP students, professional "methods" courses are replaced by flexible learning modules in which coursework in the behavioral sciences and educational theory is purposefully and meaningfully integrated with supervised classroom practice. Since each field center "specializes" in a different area of the curriculum, there are blocks of time when students report daily to a particular field center for observation, theory and practice related to one content area. For example, the coursework and related classroom activities in a Language Arts Center focus on the teaching of language arts, the teaching of reading, and children's literature. Various levels of participation are available to the student, such as observations in the classroom and on the playground, informal play and conversations with children, individual diagnosis and tutoring, small group and whole class teaching and non-teaching activities, parent interviews, parent group meetings, faculty meetings, and interaction with social agencies and community organizations. The detailed schedules in Appendix A illustrate how these activities fit into the school day and can be organized over a longer period of time.

PEP Personnel

The first group of participants in the PEP program consists of 50 to 60 Harris juniors, the PEP director, Assistant Director, Coordinating Teachers, approximately 10 additional Harris faculty members serving as Team Leaders or Liberal Arts Consultants, and one full-time clerk.

A coordinating teacher is to work with the teams assigned to that school. However, the services of the Director, Assistant Director, Liberal Arts Consultants and clerk are available to all PEP students, off and on campus, regardless of their field placement.

The team organization and working relationships are pictured in the chart below:

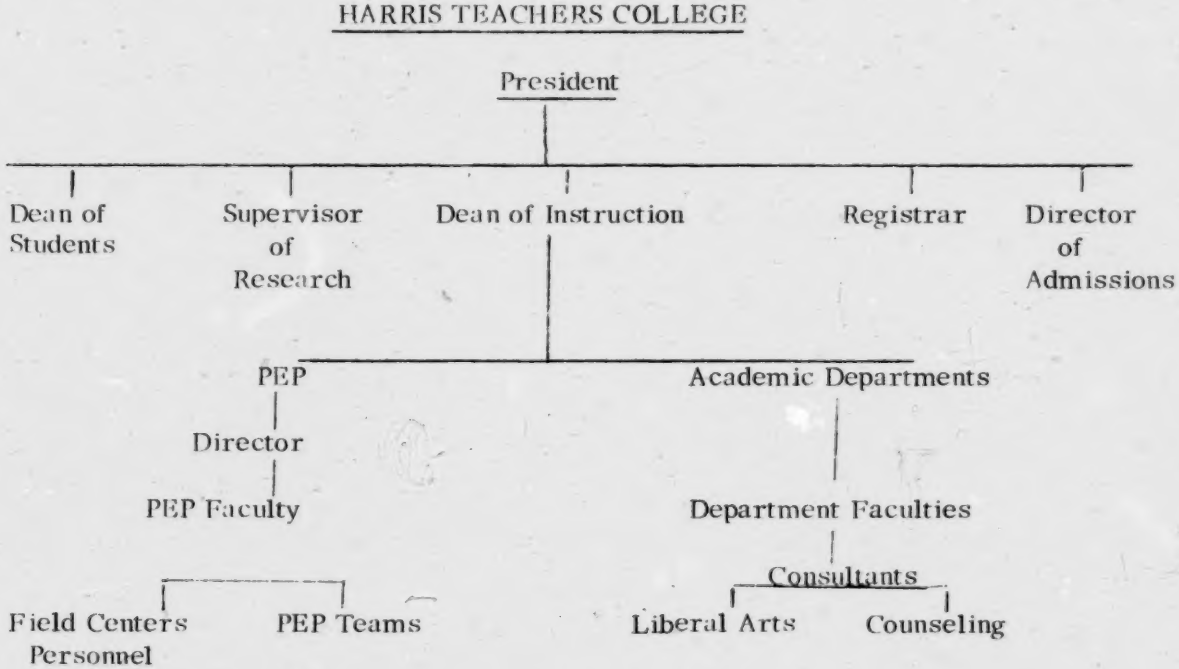


*Director and Assistant Director share leadership of Team A

The individual teams A through E become planning-teaching-learning-evaluating units, kept intact throughout their field assignments. This team structure has both a personal and academic function, as explained in the section on Student Advisement.

The Director of the program is immediately responsible to the Dean of Instruction. There is also a cooperative working relationship between the PEP program and the College's academic departments to meet the needs of students in the various disciplines. Each department is represented by a Liberal Arts Consultant who insures that the academic standards and requirements of his discipline are met.

The chart below depicts the relationship between the PEP program participants and the College administrative structure.



A full description of the roles of the PEP faculty and cooperating Field Centers personnel is provided in Appendix B.

Student Admission

Students interested in applying for PEP first complete a questionnaire that enables the PEP staff to formulate a prelimary evaluation of them. At this stage students would only be screened out for some obvious, general reason--e.g., lack of Junior I standing at the outset of the program, inability to give required blocks of time to field study, or probationary academic standing.

Each remaining candidate then has a personal conference with members of the PEP faculty. Here the student is fully informed about the program, the staff ascertains his interest in it, and both student and staff get better acquainted with each other. In deciding whether or not to accept the candidate, the team also looks at the student's records and the recommendations submitted by him from members of the Harris faculty or the community.

Student Advisement

The Team Leader serves as academic advisor for the students on his team. In addition, the student team members work together in a cooperative, mutually supportive relationship. The student's learning is personalized and individualized through this close affiliation with one faculty member and a small group of students. This student faculty relationship integrate the various elements of each student's program.

Together, advisor and advisee identify the student's needs, select appropriate learning experiences, and evaluate student progress. The services of Liberal

Consultants and the regular counseling staff are utilized as needed.

The student with special needs should be identified by his advisor before he encounters failure. Pre-entrance screening of PEP participants provides a profile of each student's strengths and weaknesses. Moreover, the use of performance criteria requires frequent demonstration by the student of his progress toward learning outcomes. Should problems arise, the Team Leader/Advisor has the overall responsibility for redefining goals, seeking tutoring, counseling or other assistance for the student, or for recommending that his learning experiences be repeated or extended. Other students and other PEP faculty may be requested to assist in these efforts. It is hoped that most students will respond positively to these types of assistance and very few would reach the points of exit described below.

After exhausting the adjustments which can be made within the PEP program, the Team Leader and other members of the PEP faculty, in consultation with the student, may define his status as one of the following:

1. The student shows clear lack of potential for teaching because of impending academic dismissal, severe personal or emotional maladjustment, or other compelling causes. In this case, the accepted procedures of the College would be employed--i.e., provision of counseling services and referral to the Dean of Instruction.

2. The student's learning style, abilities, and expectations are not compatible with the PEP program, in which case he may transfer to the regular curriculum with all credits earned.

Student Evaluation

Students register for PEP field studies without precise advance specification of credit. The trainee's progress through the program and the awarding of credit hours are contingent upon his ability to demonstrate attainment to the exit competencies.

A climate of freedom to test and learn is considered essential to each student's maximum personal and professional growth. Since mastery of specified competencies is the ultimate goal for all students, ongoing evaluation is viewed primarily as a basis for making necessary adjustments toward this end. Errors are considered a valuable source of feedback for professional growth, rather than a basis for computing the student's grade on an A to F scale. When the performance standard is reached by the student, the PEP faculty will recommend that credit be awarded based on his competency. The criteria used in assessing competencies are determined in advance and include both the expected level of mastery and the conditions under which competency will be demonstrated.

CHAPTER III

FIELD CENTERS

At the outset Field Centers play two distinct roles in the teacher education program. They serve as a setting for classroom field experiences for PEP participants and provide sufficient structure for those experiences to insure optimal learning. They also permit a field-centered emphasis for all Harris faculty and students. Individual students, groups of students, or whole classes can engage in a wide range of field activities, from a single classroom observation to a long-range teaching experience or an entire course at a Field Center. In the future, other uses of Field Centers may include Teacher Service Centers and Portal Schools for beginning teachers.

Field Center Component of the PEP program

The PEP Field Center is an existing elementary school in the St. Louis Public Schools which has a dual identity--that is, it still functions as a regular school within the school system, but it also serves as the field base for PEP. The Field Center School is selected by mutual consent of the school involved, the St. Louis Public Schools administrative staff, and the College. In order to assure continuity, the school commits itself to continue as a PEP Field Center for a minimum of two years.

The personnel of the Field Center include its principal, teachers, and other regular staff. Many, though not necessarily all, of the teachers are Cooperating Teachers involved in the Harris program. In addition, one member

of the elementary school staff is released to serve as a Coordinating Teacher at the center. He has the major responsibility (along with the Director of the PEP program) for organizing the student's field experiences. Other members of the PEP staff (e. g., Assistant Director, Team Leaders, and Liberal Arts Consultants) are also actively involved in planning, coordinating, and implementing the instructional program of PEP students. The specific duties of these personnel are described in Appendix B.

Through its involvement in PEP, the Field Center becomes a resource center. Games and other instructional kits, films, records, and the like are collected for use by both the PEP participants and the regular Center staff. These are placed in a location easily accessible to the users. Either this or some other suitable space is also designated for holding classes, seminars, inservice workshops, and planning sessions on an ongoing basis. Finally, the Field Center provides structured staff development experiences for the teachers as well as a myriad of opportunities for individual assessment and development on the part of interested teachers. All of this is a natural outgrowth of the planning, sharing, and teaming that are essential to the success of the Field Center.

Other Uses of Field Centers

During the first year of the new curriculum thrust, other elementary schools will be identified as Field Centers using selection procedures similar to those utilized in identifying the PEP Field Centers. Each of these Centers too will remain in every way a regular elementary school but will also develop a special relationship with the College. As a part of this relationship, each Center will have a

special function: e.g., as an Observation Center where individual students and classes may observe in various classrooms; or as a Fine Arts Center where Harris art and music students or classes may engage in special projects involving elementary school children and teachers, or may conduct inservice workshops for the teachers. These Centers will not be as intensively involved with the College program as the PEP Centers and they will not require the special personnel. Instead, for each Center, a member of the Harris faculty will be designated to coordinate the College/Center activities.

After the first year or phase, the Field Center concept will be broadened and developed in a number of other ways. Field Centers which have functioned in a limited capacity may move into a more intensive role as PEP preservice education centers. On the other hand, a school which has been in the PEP program for two years may, instead of simply rotating out of the program, wish to develop itself as a Teacher Service Center. Such a teacher center would be a logical extension of the pre-service center. The development of several such teacher centers would permit the Harris inservice educational program to bring many staff development opportunities within easy access of teachers. These centers would provide credit and noncredit courses, workshops, planning sessions with other teachers, and a variety of other experiences to meet individual needs.

Another potential role for the Field Center school is that of a Portal or sheltered school for new teachers. Here selected beginning teachers could be assigned in teams for their first teacher assignment and offered systematic support and assistance by the College as needed during their first year of regular teaching. This supportive approach will foster a more systematic and less traumatic

transition from student to teacher, and also provide the College with feedback on its graduates which in turn can be used as a basis for ongoing evaluation and modification of the curriculum.

CHAPTER IV

EVALUATION

The PEP project includes an evaluation component designed to generate information for guiding and improving the program as it develops and to provide a comprehensive assessment. These two aspects of evaluation have been variously labelled process and product, project and institutional, formative and summative, and so on. Scriven introduced the terms formative and summative which will be used here. He identifies formative evaluation as the evaluation of educational programs which are still in some stage of development, as contrasted with summative evaluation or the evaluation of programs in a finally developed form. However, the lines of differentiation between formative and summative evaluation are less clear than they may appear at first glance. We m y think of formative evaluation as basically in-house, conducted by those who developed the curriculum; while summative evaluation may be thought of as that carried out by persons not directly involved in the development of the program. However, it is often necessary to include elements from the outside in formative evaluation; and certainly a developer of the curriculum may also be a member of the summative evaluation team.

Both formative and summative evaluation require that each dimension of the program be assessed. These dimensions can be considered by asking broad questions sucy as the following:

1. What goals should the program achieve?

2. What is the plan for achieving these goals?

3. Does the operating program represent a true implementation of the program?

4. Does the program, when developed and put into operation, achieve the desired goals?

The proposed Harris evaluation model partakes of, and incorporates components of, a variety of plans which have been reviewed. It especially borrows from Ralph Tyler's Evaluation Model and Robert Stake's Countenance Model. The key emphasis in the Tyler model is on instructional objectives. The purpose of evaluation is seen to be to measure student progress toward objectives; key activities are to specify objectives and measure student competence; and the key viewpoint used is that of the curriculum supervisor and the teacher. The Stake model emphasizes description and judgment data. Its purpose is to report the ways different people see the curriculum; its key activities are to discover what the audience(s) wants to know, and then to observe and gather opinions; and the key viewpoint considered is that of the audience(s) of the final report.

The Harris model is concerned primarily (although not exclusively) with formative evaluation of the PEP program. There are several reasons for this emphasis--the fact that the program will be continuously revised and its developers will need various kinds of feedback; the fact that the formative evaluation will be in-house, carried out largely by the experiential team; and of course because this kind of evaluation must proceed apace with the planning and

implementation of the program. It is recommended that the summative evaluation be carried out by, or at least include, an independent evaluator, and that the initial contact with this person be made as close to the beginning of the program as is feasible in order to permit advance planning. It is expected that much of the data collected for the formative evaluation will also be useful for the summative evaluation.

This plan for evaluation will include coordinating the efforts of a number of individuals in various parts of the College and the St. Louis school system; it will provide for the systematic collection of data from all parts of the enterprise; and it will attempt to handle questions about the likely or actual outcomes, as well as to be alert to the unintended or unanticipated ones. (These may of course be either positive or negative in nature. For example, the image of the College may be enhanced in the eyes of the academic or lay community as a result of the experimental program. Conversely, graduates of the program may find themselves unable or unwilling to become socialized into the city school system and may seek jobs elsewhere; or school officials may be reluctant to employ them because of their "radical" ideas.) This evaluation will provide multivariate descriptions which will be available for subjective evaluation and for use in making the needed modifications.

Analysis of Objectives

The starting place for curriculum evaluation is the same as that for curriculum development--a definition by the total school community of desired outcomes, stated in such a way as to provide direction for the evaluation process. In an attempt to answer the question: What goals should the program achieve? questions such as the

following will be considered concerning the stated objectives:

1. Are the objectives clearly stated in behavioral terms?

2. Are the objectives inclusive?

3. Do they grow out of a definite theoretical base?

Analysis of the Plan

The second question--What is the plan for achieving these goals?--leads to an analysis of the plan itself. The plan will be examined in an effort to answer such questions as the following:

1. Are there provisions for the ways in which the objectives are to be achieved (specific activities, materials, etc.)?

2. Are the plans developed in sufficient detail so that they can be implemented?

3. Do the plans account for the variation of events which might require modification of the plan?

Input Data

Prior to the implementation of the program, or in its preliminary stages, certain baseline data will be collected and descriptive information prepared.

1. Environmental Characteristics

For example, one kind useful measure is that which measures or describes the milieu within which the program occurs. Instruments to be considered may include the following:

a) Environmental Assessment Technique--developed by Astin to measure the college environment in terms of objective institutional characteristics.

b) College Characteristics Index--by Pace and Stern. This measures student perceptions of their environment.

c) Inventory of College Activities--devised by Astin. This is directed at describing the environment in terms of observable student behaviors.

2. Participant Characteristics

Input data on students will include such information as past academic achievement, ethnic background, attitude toward the program, and the like. Similarly, descriptions of staff characteristics will include academic preparation, ethnic background, attitude toward the program, and so on.

Instruments and techniques to be utilized may include:

a) Minnesota Teacher Attitude Inventory

b) Minnesota Multi-Phasic Inventory

c) Edwards Personal Preference Schedule

d) Sixteen-Factor Personality Inventory

e) Questionnaires

f) Interviews

3. Other Input Data

In addition to describing the institution itself and the participants, assessment of the attitudes toward the Harris program held by nonparticipating students and faculty, school system personnel, and the general community may be useful. The questionnaires administered to students, teachers, administrators, and parents in the spring of 1971

may be used, and perhaps supplemented with other questionnaires. In addition, achievement data (e. g., N. T. E. scores) on students in the regular Harris program prior to the implementation of the experiential program may be obtained.

Description and Analysis of Program Implementation

To judge adequately the worth of a program, one must have a description of what actually occurs during the program. Although technology for measuring process is not well developed, there are a number of ways of obtaining useful information concerning the operation of the program.

1. Initial Reporting

Prior to the initiation of the program, a description is being prepared which will provide general information and include enough detail so that it would be possible for the program to be reconstructed by persons other than its developers. This description can be used to inform various audiences such as prospective students, faculty members outside the experiential team, and the general community. After perhaps the first year of the program, a more complete version can be issued which will identify any major revisions and include a kind of interim report on the evaluation studies done up to that time.

2. Individual Research Efforts

Process research can contribute to evaluation as well as lead to new findings which will be useful to the entire educational community. Such research will likely differ in several ways from much of the traditional research in education: for example, it would be forced to focus upon variables operating within a system rather

than in isolation. Despite such constraints, individual faculty members as well as qualified graduate students and others will be encouraged both to design and carry out research projects involving, for example, noninferential study of what goes on in the classroom or the investigation of causal claims, and to publish their findings. General questions such as these could be translated into testable hypotheses: What behavioral variables are related to desirable educational outcomes? What processes are likely to produce such behaviors? What environmental conditions influence these processes? Other more specific examples of research topics include: Will students adopt the behavior of model teachers with whom they identify positively more than those with whom they identify negatively? What changes in pupil performance can be traced to specific teaching skills developed in a given unit, module, or minicourse?

In order to avoid unnecessary overlap, to encourage coordination of effort, and in general to protect the basic operation of the program against undue disruption, a set of procedures will be devised for the screening of research proposals and for making the findings available to the PEP team. One way to facilitate these goals may be to have a committee (perhaps composed of administrative staff and members of the Curriculum Committee) designated to act as the clearing house for research proposals, projects, and reports. Another aid might be the preparation of a handbook outlining procedures for submitting proposals, a format for reporting back to the team, and other information which might be thought helpful to the researcher or the team.

In an effort to encourage and promote faculty research efforts, and as a part of staff development, a series of seminars was held during 1971-1972 for the purpose of providing training in various research and evaluation techniques and skills. These seminars were conducted by local persons--e. g., from the Division of Evaluation and Research and from the Harris staff--as well as invited outside consultants.

3. Process Data

Process evaluation makes it possible to improve an instructional program while the program is in progress. There will be provision throughout the implementation period for continuous study and feedback among all participants. Regularly scheduled seminars will be held to raise questions, exchange problems and seek solutions, make suggestions, and in general keep all members posted on every aspect of the program. Data will be needed to show, for example, measures of participants' performance in the classroom in the various roles they can be expected to undertake; and measures of the effectiveness of various diagnostic procedures and materials for helping students to improve their performance.

Suggestions for collecting process data include:

a) systematic day-to-day record keeping of the operation of the program;

b) the keeping of logs and diaries by participants;

c) the use of nonparticipant observation;

d) the use of systematic observational systems (e. g., Flanders, Amidon, Aschner-Gallagher);

e) the planned videotaping and audiotaping of classes or activities at intervals throughout the year;

f) the assessment of attitudes toward the program by various individuals throughout the program via questionnaires, informal feedback, etc.;

g) administering achievement tests.

Outcomes

In general, the evaluation of outcomes will be effected in two ways: through the measurement of change--e. g., the direction and extent of the difference in attitude of the participants and others; and by measuring actual outcomes against objectives--mastery testing or criterion-referenced testing.

The evaluation of outcomes should include the use of such measures as the National Teacher Examinations it will assess the proportion of graduates who are certified to teach at the end of the program, the proportion who actually enter teaching (and how long they remain), and how many of those accept positions in the inner city. Follow-up studies of program graduates will be conducted to obtain various data on their attitudes and behaviors over a period of several years.

Data will also be sought to determine the impact of the graduates and the Harris teacher education program on the school system, the image of the College in the community, and so on.

CONCLUSION

There is a live spring beneath the building that houses Harris Teachers College. It produces daily about 3500 gallons of fresh water; each day it is drained and each day it fills up again, renewing itself.

The best thing about the spring is that it seems to belong there, a symbol of Harris Teachers College. Because like the spring, Harris is in the process of renewing itself. For over a century we have prepared qualified teachers to meet the needs of their times, and since those needs are changing now, so is our approach to the training of teachers. Changing to meet relevant needs is in fact the very heart of Harris' renewal.

The preceding chapters have described two of the programs through which that renewal is taking place. We think both programs will help equip teachers to function at their best in a complex urban setting. Harris students in the PEP program are brought into the elementary classroom in their junior year, and they grow personally while they are developing reality-based techniques for working effectively with inner-city children. This means that teachers who come out of the PEP and Field Centers programs will not only be fully competent they will be flexible, humanistic, and self-confident--teachers for schools in the decades ahead.

We think that in the long run teachers like these will strengthen the St. Louis Public Schools. But the PEP and Field Centers programs also yield direct and immediate benefits to everyone involved. The children who attend a Field Center school, for example, have the advantages that come from increased attention to their individual

needs. PEP brings more persons into the building who are trained and available to work with children, and there is a resource center with student-made and commercial teaching materials that can be drawn upon as needed. Closer attention can be given to each child, especially to the tutoring of unsuccessful learners.

By the same token, when Harris students are in a Field Center classroom under the supervision of a faculty member, the Cooperating Teacher is freed to attend inservice sessions and other professional meetings in the building, or to do individual planning and preparation. The teacher is also invited to take part in the many PEP seminars and workshops which are held in his school, and to come to Harris for lectures and seminars offered by whatever outside consultants are brought to the College. In addition, we hope that cooperating teachers may enroll free of charge in courses of their own choosing at Harris.

A Field Center principal sees his school involved in an innovative teacher-training program and has the opportunity to try out some of his own new ideas. He knows that his faculty is keeping abreast of current trends in education through the seminars and workshops that are offered them by virture of their participation in the program. He sees his faculty engaged in self-study and personal growth through PAID. And all along, of course, the principal is helping to train and getting to know prospective teachers who may later work under him.

The Harris faculty has already begun to see the benefits of PEP and the Field Centers. For one thing, the hammering out of the programs has helped accelerate the growth and renewal of our whole curriculum. Talking about change and planning for it has brought the faculty together and encouraged individual members to reassess

their course content and teaching techniques. And with the Field Centers in operation, the faculty have the chance to take their students into elementary schools and explore the uses of experiential education.

Thus the PEP and Field Centers programs represent both an alternative to Harris' regular teacher-training program and a crucial experiment in personalized, humanistic teacher education. It is likely that other alternatives and other experiments will be developed, because Harris will continue to grow in response to new needs. The College is now developing in itself the capacity for continuing change, and this capacity for change is the main characteristic of what John Gardner has called the ever-renewing institution--one which has "a system or framework within which continuous innovation, renewal, and rebirth can occur." This is exactly what Harris is becoming.

APPENDIX A

In the following schedule, the PEP calendar for 1973-1974 is coordinated with that of Harris Teachers College and the St. Louis Public Schools.

FALL SEMESTER, 1973

Junior I Preregistration

August 20	Classes Begin for PEP
August 24-26	Week-end PEP Retreat (PAID)*
September 3	Labor Day
September 4	PEP Classes Move Into Field Center
October 22	Veterans Day
November 8-9	Teachers Convention
November 22-23	Thanksgiving Holidays
December 17	Start of Final Examinations at HTC
December 22	End of First Semester

SPRING SEMESTER, 1974

Junior II Preregistration

January 7	Classes Begin for PEP
January 15	Martin Luther King's Birthday
February 18	Washington's Birthday
April 8-12	Spring Break
April 15-19	Emphasis Week
April 22	Return to Field Center
May 20	Start of Final Examinations at HTC
May 24	End of Academic Year

*(Personal And Interpersonal Development)

TENTATIVE SCHEDULES

Illustrated here are possible one-day, one-week, and one-month schedules for three PEP students each of whom is on a separate team. Each schedule is taken from a different module so as to show a variety of activities.

ONE-DAY

FIELD CENTER SCHOOL	
Team A Student	October 3
8:30- 8:45	Organization
8:45- 9:45	Observations--Schedule 3--Room 302
9:45-10:30	Small Group Meeting
10:30-11:30	Tech. of Teaching Reading--Seminar
HARPIS TEACHERS COLLEGE	
1:00- 2:00	Math 116
2:00- 3:00	Children's Literature

ONE-WEEK

FIELD CENTER SCHOOL					
Team B Student			Week of October 15-19		
Time	M	T	W	TH	F
8:30	Organization				
8:45	Student Teaching--Reading and Children's Literature				
9:45	Meeting with Team B for Discussion and Individual				
10:30	Techniques of Teaching Language Arts				
HARRIS TEACHERS COLLEGE					
1:00		Individual Work	Contract in Art	and Methods	
2:00		Issues in Urban Ed.	(PAID	Issues in Urban Ed.	

ONE-MONTH

FIELD CENTER SCHOOL						
Team C Student				August 20 - September 13		
Time	M	T	W	TH	F	Week-End
8:30	Organization.....			.....	.....	Retreat
8:45-11:30	Personal and Interpersonal Development (PAID).....					(PAID)
8:45-11:30	Orientation and General Techniques.....				Conference Grp. Meeting Scheduling Test for Deficiencies(Reading)	
8:45-10:30	Sept. 3 Labor Day	General Techniques and Curriculum Development			Conference Grp. Meeting Scheduling. Test for	
10:30-11:30		Visit F. C. (First Observations)			Deficiencies (L. A.)	
8:45-11:30	Remedial Work in Language Arts and/or Reading					

This chart is an overview of a possible semester's program in two separate Field Center schools. Bear in mind in reading it that each student moves from one activity to another as he satisfactorily completes the related competencies for a particular module. Each module should take approximately four weeks, but dates must be kept flexible to allow for individual differences. Available activities in an individual student's program are not so rigid as to prevent his extending or repeating an activity according to his own needs.

FIELD CENTER SCHOOL #1 — A. M.

READING AND LANGUAGE ARTS CENTER

ORIENTATION AND GENERAL TECHNIQUES MODULE

August 20
Personal and Interpersonal Development
(PAID)
Orientation and General Techniques
Curriculum Development
Initial Observations at Field Center
Diagnosis and Remediation--As Needed

READING MODULE

September
Techniques of Teaching Reading
Observations
Testing Strategies and Informal Diagnosis
Games and Teaching Aids--Reading

READING/LANGUAGE ARTS MODULE

October
Student Teaching-Reading and Children's Literature

Techniques of Teaching Language Arts

LANGUAGE ARTS MODULE

November
Techniques of Teaching Language Arts
Observations--Live and Video-Tapes in Language Arts
Student Teaching--Language Arts
Games and Teaching Aids in Language Arts

December 10 -- December 21
Conferences--Scheduling--Advising--Evaluations

FIELD CENTER SCHOOL #2 — P. M.

MATHEMATICS AND SCIENCE CENTER

ORIENTATION AND GENERAL TECHNIQUES MODULE

August 20
(PAID)
Orientation and General Techniques
Curriculum Development
Initial Observations at Field Center
Diagnosis and Remediation--As Needed

MATHEMATICS MODULE

September
Techniques of Teaching Mathematics
Observations
Testing Strategies and Informal Diagnosis
Games and Teaching Aids in Mathematics

MATHEMATICS/SCIENCE MODULE

October

Student Teaching - Mathematics

Techniques of Teaching Science

SCIENCE MODULE

November
Techniques of Teaching Science
Observations
Practice in Scientific Method--Simulated Lessons
Student Teaching--Science
Teaching Aids--Science

December 10--December 21
Conferences--Scheduling--Advising--Evaluation

APPENDIX B

The following are detailed descriptions of the roles of PEP personnel.

Director -- Full-time position

The Director has administrative duties such as the major responsibility for selecting and developing the Field Center(s), determining the area of concentration of each Center, sharing in the selection and assignment of personnel from Harris Teachers College within the project, and arranging for Liberal Arts Consultants to teach courses in the Field Centers. In cooperation with the faculty team he develops procedures for handling operational difficulties as they arise. He is responsible for making official reports on the program to the appropriate persons and groups.

As the program's instructional leader, he teaches methods courses, directs inservice training, plans curriculum development, and works with a small number of Harris students in the program.

As the major coordinator and liaison person, he communicates the needs, the progress, and the problems of the program to the College faculty and administration; thus he is actively involved in the ongoing evaluation of the program.

In the Field Center structure he works closely with the District Superintendents, Curriculum Specialists, Principals, and the Coordinating Teachers in planning the program.

Whenever necessary, he interprets the program to parent groups, community groups, recruiting personnel, the news media, etc.

Within the Harris Teachers College organizational scheme, the Director answers directly to the Dean of Instruction.

Assistant Director--Half-time position

The Assistant Director shares responsibilities with the Director in the selection of the Field Center and development of its program. He works closely with the Principal and personnel of the Field Center, assists the Coordinating Teacher in the scheduling of students into classrooms, helps in planning preservice and inservice Field Center seminars, coordinates the development of a resource center, and serves as a team leader.

Team Leader--One-fourth to full-time (extent to be determined by need)

The Team Leader is a member of the Harris Teachers Faculty and is responsible to the Director of the PEP program.

He leads one team of Harris Teachers College students, oversees the individualization of their programs according to specific needs, periodically reviews student teachers' records and makes necessary adjustments, and arranges for diagnostic testing of students and remedial experiences where needed.

Along with other PEP faculty, he is responsible for the planning and evaluation of instructional modules, seminars, mini-courses, workshops and individual learning activities.

With the Coordinating Teacher he plans observations and individual classroom experiences for his team of students.

The Team Leader is responsible for developing criteria by which to evaluate each student's competencies. He obtains data from such sources as Coordinating

Teachers, Liberal Arts Consultants and Cooperating Teachers and uses the data to help the student plan appropriate learning activities.

Liberal Arts Consultants--One-fourth time

Each Liberal Arts Consultant is a member of the Harris Teachers College faculty who works with any of the teams on which the students have needs in his particular area of specialization.

The Consultant assists in planning contractual types of work and independent study programs. He may teach lessons on the elementary level as the opportunity presents itself, offer seminars or workshops, and cooperate in evaluating students' teaching experiences and competencies.

As the spokesman for his academic department, he will implement his department's policies on such matters as the awarding of credit, testing-out, and independent study.

Principal

The Principal of the Field Center school is an integral part of the PEP program. He initially involves his school in the program and thereafter participates as fully as his time allows.

Ideally, he enters into human relations activities, attends regular planning and evaluation meetings whenever possible, and informs the District Superintendent of the progress of the program.

Coordinating Teacher--Full time

Ideally, the Coordinating Teacher will be chosen from the Field Center staff, but if this is not feasible, the transfer of a qualified teacher may be effected.

He should be a successful, fleible, experienced classroom teacher with strong human relation skills, have an interest in teacher education and have good rapport with his peers. He should hold a master's degree and have recent academic experience. Participation in inservice training for the PEP staff is strongly recommended.

The Coordinating Teacher holds faculty status at the College and shares with the Assistant Director in the teaching of methods courses. He works closely with the PEP Director in planning and scheduling the instructional activities for the Harris student, coordinating these with the instructional program in the classrooms of the Cooperating Teachers, and sharing in the evaluation of students and the necessary record keeping involved. He serves as a liaison with the public school faculty by interpreting the PEP program to them, as well as considering their complaints, problems, ideas, and needs.

Cooperating Teachers

Each Cooperating Teacher is regular classroom teacher on the staff of the Field Center school. He is a member of the PEP team by virtue of his voluntary participation in the program. He should be a flexible, successful, professional teacher who is interested in the development of future teachers.

The Cooperating Teacher's classroom provides a realistic setting in which PEP students can observe the interactions between teacher and elementary pupils and teach individual students, small groups, and the whole class. Although the Cooperating Teacher is not responsible for planning and evaluating the instructional program for PEP participants, he advises students in matters within his jurisdiction.

If the Cooperating Teacher wishes, he can participate in PEP seminars and workshops. He may also be given the option of taking free courses of his own choice

at Harris Teachers College.

In addition to the above personnel, others directly involved in PEP include Harris Teachers College administrators and counselors.

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Bank Street College of Education, New York, New York

Chadron State College, Chadron, Nebraska

Chicago State College, Chicago, Illinois

College of Notre Dame, Belmont, California

College of St. Scholastica, Duluth, Minnesota

Concordia Teachers College, Seward, Nebraska

Creighton University, Omaha, Nebraska

Eastern Michigan, Ypsilanti, Michigan

Federal City College, Washington, D. C.

Fontbonne College, St. Louis, Missouri

Fordham University, New York, New York

Graham School, Ferguson, Missouri

Indiana State University, Terre Haute, Indiana

Michigan State, East Lansing, Michigan

New School, University of North Dakota, Grand Forks, North Dakota

The City College, The City University of New York, New York, New York

University of Michigan, Ann Arbor, Michigan

University of Minnesota, Minneapolis, Minnesota

University of New Mexico, Albuquerque, New Mexico

University of Pittsburgh, Pittsburgh, Pennsylvania

University of Washington, Seattle, Washington

University of Wisconsin, Milwaukee, Wisconsin

Wisconsin State University, Whitewater, Wisconsin